

Cause and Effect

Apply In:

● ● Leveled Book: *Your Great State*

1 Reteach

Conduct a demonstration to relate cause and effect. Push a pen off your desk. Ask: **What happened to the pen?** (It fell.) **Why did it fall?** (because you pushed it)

Explain: **I pushed the pen. That is the cause. A cause is *why* something happens. An effect is *what* happens: The pen fell.**

Then display and review this chart:

Effect	Cause
To find an effect, ask: What happened?	To find a cause, ask: Why did it happen?

Share an anecdote, such as: **This morning I ate an apple because I was hungry.** Have students use the chart to identify the cause and the effect. Ask:

- ▶ **What happened?** (You ate an apple.)
- ▶ **Why did it happen?** (You were hungry.)

Point out the signal word *because*. Explain that words such as *because*, *so*, and *why* often signal a cause or an effect. For example:

- I didn't set the alarm so I was late for school.
- It was cold. That's why I put on gloves.

2 Practice with a Partner

Read these statements aloud, one at a time. Have students think about a possible cause and share it with a partner. Then have pairs share the cause and the effect. Encourage them to use signal words.

- ▶ **The dog barked at the bird.**
- ▶ **Avi and Rashahd laughed at the movie.**
- ▶ **Nira carried the bags for her mother.**

Cause and Effect

3 Apply

Distribute copies of the **Cause and Effect Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read the book silently.

After reading, bring groups together to identify causes and effects in the book. Use the **Multi-Level Strategies** to involve students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask students questions with embedded answers: Are workers fixing the road because there are holes in it or because there are orange cones on the road?	Help students state causes and effects in complete sentences with signal words: <i>The state gives universities money so students don't have to pay as much themselves.</i>	Encourage partners to identify a cause-and-effect relationship for each scene in the book. They should use signal words and complete sentences for their statements.

Record students' ideas in a chart, for example:

Effects	Causes
Roads get people where they need to go.	The state fixes highways and builds new ones.
People, plants, and animals in parks are protected.	The state hires park rangers.

Have partners use the chart to retell events in the selection.

CLOSE AND ASSESS

Have students tell how they find an effect (ask what happens) and a cause (ask why it happens).

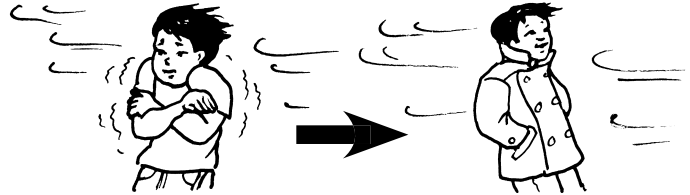
Cause and Effect

A **cause** is why something happens.
An **effect** is what happens.

- Ask yourself *why* to find a cause.
- Think about *what happens* to find an effect.
- Look for clue words, such as *because*.

cause

effect



A cold wind blows.

Lee puts on a coat.

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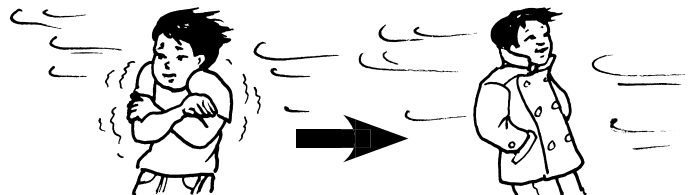
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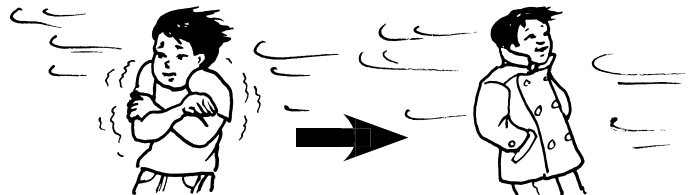
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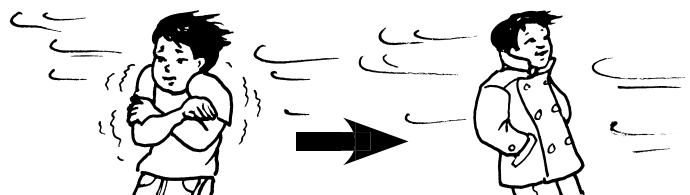
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